

Determinants of Teachers' Decision to Stay: A Causal Model

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I. Introduction

A key challenge in any organizations today is staff/employee retention and these organizations made strategies to retain their employees to become the best staff. A common and significant problem in most human capital management systems in education, whether any type of schools or districts, is their incapacity to lessen high teacher turnover as stated by Odden (2011), and prominent in certain urban districts these high rates of teacher movement. Ingersoll (2001) states that the first step to understand why teachers leave is also the first step in getting them to stay. In order for teachers to stay, they need environments that give important professional support from school leadership, to encounter organizational structures that value respect and workforce conditions for induction and mentoring programs for new and experienced teachers. Teacher attrition is teachers who are inside or outside of education, to experience and encounter other professional responsibilities, but give priority time with their families (Macdonald, 1999, Miller & Chait, 2008).

In the United States, there are continues loss of talents of teachers that plague in their school districts, and the concern today is how to create a stable educational workforce with suitable number of teachers as there are fears of not meeting these goals as warned by many analysts for the (Spring 2011). Fears of not meeting this goal persist, as many analysts warn of the looming teacher shortage. Nevertheless, teacher shortages, which are a complex task, are occasionally simply assumed to exist based on inappropriate understanding of available data (Gardner, 2010; Ingersoll 2002). Furthermore, it may be more advantageous to investigate why teachers leave their positions schools and their attrition rates and not to focus on cultivating the source of new teachers.

People move faster, interact with more visible simulation, they do communicate with more feelings and eagerness, in a happy atmosphere, employees will go on extra mile to respond and feel responsible for their work and believe that their jobs are rewarding and implies that at any levels in an organization, everyone needs to be recognized and appreciated (Levoy, 2007). However, Dolezalek, (2003) as cited by Kukano (2011), points out that employment market is going to change eventually. As a result retention of human resource remains the biggest need facing companies today. Moreover, Kahn (2016) expounds that the main concern for many organizations is how skillful employees remain in their work.

There are different reasons why teachers around the world decide to enter the profession, but they all share the need for attachment, self-sufficiency and gratefulness, during their practiced professions. Research has shown that when you asked teachers in South America, Sub-Saharan Africa, Europe, or North America, about what are their priorities and satisfiers for their daily challenges, they refer to the importance of acknowledgment and admiration as extremely demonstrated by the UNESCO Institute of Statistics (UIS) report (MacBeath 2012).

The school staffing problems is rooted in the way schools are organized and the way the teaching occupation is treated. For the improvement in the quality and quantity of teaching workforce will require improvements in the quality of the teaching job (Ingersoll, 2012). While teaching is a challenging and difficult profession (Day, 2004; Elliot and Croswell, 2001), there is still a problem or question on how to build up commitment among teachers (Celep, 2000), and this (Ali, Tatlah, & Saeed, (2011) explains why teachers' commitment is considered as one of the most critical indicators for the future success of education. To address this concern, several studies have found that leadership behavior are predictors in the study of organizational commitment its different antecedents.

Likewise, an employee who demonstrates high organizational commitment are happier at their work, spend more time from their jobs and are likely to stay in the organization (Mowday, Porter, & Steers, 2013). In contrast, those with lower commitment cause teacher to be less successful in their profession and create the predicaments that both affect seriously the effectiveness of school and or they leave their profession (Celep, 2000).

Work values are beneficial to employees that provide sense of belonging as explained by Miller, Erickson & Yust (2001). Wells & Thelen (2002) have stated in their study that organizations which have generous human resource policies have a very good chance to satisfy and retain employees. If given the complete control on work values and appropriate level of privacy it enhances the long term motivation levels to commit within the organization. Ramlall (2003) stressed the need to encourage commitment and recognized the individual needs of an employee in an organization to provide a suitable work environment.

Quality of work life is a collection of actual work condition in an organization such as salaries and benefits, facilities welfare, health and safety, participation in decision making, democratic administration, richness and variety of jobs among others. Nadler & Lawler, (1983) reasons that the values that quality of work life (QWL) are in danger of being lost in the workplace. To prevent

this danger, several definitions of the concept that slip the point are exposed, and ways to use it are cited with a precise definition. There are six factors that distinguish more and less successful QWL efforts that are delineated. (Naderi, N., Rajaeepour, & Isfahani, (2013). is defined as the system's success in using resources to achieve their goals is defined as productivity and it also refers to the favorable or not favorable job environment for people. It is a common phase that covers person's feelings about every element of work including economic rewards and benefits, security, working conditions, organization and interpersonal relationship and its intrinsic meaning in a person's life. Quality of work life is a subgroup of the quality of life with human dimension which contains the relationship between employees and their total working environment (Gardon, 1984).

In China, the standard of lifetime of feminine lecturers is worse than that of male lecturers, and deteriorates with age, thus, they need a lower health standing than the final population. Physical and mental conditions for lecturers square measure elicited with activity stress and strain, whereas dealing with their resources might promote their health. This study suggests that having adequate header resources, particularly social support, in workplaces could also be a vital issue for rising teachers' quality of life. Moreover, psychological interventions ought to be originated for academics, and psychological subject matter ought to be provided to alleviate stress and enhance quality of life (Yang, Ge, Hu, Chi, & Wang, 2009).

With all of these scenarios, the researcher is keenly interested in understanding the strongest predictors of teacher's decision to stay in a university. The exploration of a fit model would be very useful to solve the puzzle of organizational commitment, work values and quality of life. There are so many literatures cited and related studies conducted about teacher retention, but few studies have been conducted in the Philippines. The researcher has not come across studies on the importance of organizational commitment, work values and the quality of life and their association with teachers' decision to stay in the local setting. The intent of this research is to determine how the university retain the teachers; and ascertain those variables that are significant predictors of teachers' decisions to stay.

Using Structural Equation Model (SEM), determinants of teacher's decision to stay was investigated. Thus, in line with the University of Mindanao (UM) research agenda framework in human capital as sustainable institution, the study provided the university with valuable information and insight to effectively develop and implement an employee retention strategy.

Although teacher turnover keeps increasing in the Philippines' educational institutions, it remains low at UM, where conditions appear not to support teacher retention or their decision to stay at UM. It is on the basis of this observation that the study sought to investigate factors that influence decision to stay at UM and to determine the best fit model for teachers' decision to stay.

Specifically it sought to answer the following research objectives;

1. To evaluate the level of organizational commitment in terms of ;
 - 1.1. Affective Commitment
 - 1.2. Continuance commitment
 - 1.3. Normative Commitment
2. To ascertain the level of work values in terms of ;
 - 2.1 Self Growth
 - 2.2 Self Realization
 - 2.3 Self Esteem
 - 2.4 Organizational Work
 - 2.5 Security
 - 2.6 Relax and Stable in Life
 - 2.7 Opportunities for Recreation
3. To assess the level of Quality of Life in terms of ;
 - 3.1 Social Wellness
 - 3.2 Emotional Wellness, parents & colleagues
 - 3.3 Spiritual Wellness
4. To determine the level of decision to stay among the faculty in terms of age, and normal age of retirement.
5. To determine the significance of relationship between decision to stay and
 - 5.1 organizational commitments
 - 5.2 work values

5.3 quality of life

6. To determine the significance of the combined and singular influence of organizational commitment, work values and quality of life on the decision to stay at UM.
7. To determine the best fit model for the teacher to decide to stay.

Hypothesis

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between organizational commitment, work values and quality of life on the teacher's decision to stay on their current jobs in the university.
2. There is no domain in organizational commitment, work values and quality of life that best predicts the decision to stay of the teachers in the university.
3. There is no model that best fit the decision to stay of the teachers in the university.

II. Literature Review

The contribution made by teachers which their profession makes to the development of society should be accorded a high professional status that commensurate with their professional responsibilities, qualifications and skills, (Karin, 2008). Accordingly, some studies have found that as many as 25% of teachers leave the profession after only one year, and that only 50% remain after five years of service. No organization should be satisfied with losing its best personnel at any time, and yet evidence suggests that education is indeed losing many of its most talented people. Frequently, the shift occurs among teachers moving from poor to non-poor schools, from high-minority to low-minority schools and from urban to suburban schools.

Karin (2008) states that one of the important steps to establish a sound retention policy for employees in any organization is to determine and understand why employees resign. The use of retention of staff as a key performance indicator for the management team would help to monitor and monitor initiatives to retain key staff. Consequently, Glewwe, Hanushek, Humpage and Ravina (2011) review literature from 1990 to 2010 on school resources and education, taking into account all the research evidence on the importance of salary and the relationship between low salary and teacher attrition.

Education investment contributes to economic growth and development by improving the organization's human factor, which is essential for improving performance and achieving efficiency (Kukano, 2011). For this reason, the country benefits from the recent indication that teachers choose to stay in the Philippines instead of aspiring to work abroad. The salary range is based on factors such as skills, service length, past performance, qualifications and responsibilities. It is also clear that those who stay longer are more loyal to their institutions (Sarmiento 2002),

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This study is significant and beneficial to all branches of University of Mindanao (UM) as well as those outside this academic community who may find the data of this study useful in implementing their own personnel retention strategies. These benefits are presented and the results of the study can be generated, as they can discern and gain insight into the effectiveness of university organization, in particular on the performance work system, the strategies implemented and the university's financial performance. In this way, they can have the opportunity to look introspectively, which can lead them to realize that their commitment and development needs need to be enriched as part of the administrators in supporting the mission and vision of the university.

The administrators of UM may be able to gain concrete insights into the teacher retention strategies that are implemented at the university, the training needs of the teachers which may have great influences on the total performance of the university. They will better understand the teachers when it comes to job satisfaction for it has a direct bearing on production. Furthermore, this study may help them how to develop and enrich organizational commitment, likewise, respond accordingly to the needs of the teachers, thus, concretize the total organizational performance of the university. As such, this may direct them toward the strategic human resource development programs which may lead to greater productivity for the academic institution. Consequently, a comprehensive understanding of the strengths and weaknesses of the university organization in terms of personnel retention strategies that are implemented may become its source to improve certain gray areas. It may determine closely the personnel retention strategies and organizational capabilities that may allow it to capitalize on new opportunities. As such, it is likely to improve personnel retention strategies by developing policies in areas such as job insecurity which results in educators lacking loyalty and looking out for opportunities to move in search of greener pastures.

In order to establish a theoretical framework that deals with teacher retention and factors that push teachers to take such decisions, Maslow's need hierarchy (1954) and Herzberg's two-factor theory (1983) as cited by Ruthankoon, & Olu Ogunlana, (2003) were discussed. Both of the theories focus on the needs fulfilment and satisfaction of an individual in a context. Research has confirmed that there is a strong connection between work values and needs fulfilment that compel teachers to leave, stay or

transfer from the profession. Both of the theories focal point on the wishes fulfillment and delight of a person in a context. Research has tested that there is a strong connection between work values and needs fulfillment that compel instructors to leave, stay or transfer from the profession.

Teachers stay in this occupation if the teacher has excessive or at least equal salaries as offered through other professions, if they train in a secure, equipped and imaginative working surroundings with adequate work load along, if they get hold of the gratitude and respect from the neighborhood and students, if they are praised and preferred for their challenging work, and if they are provided with the professional improvement activities, and mentoring programs (Darling-Hammond, 2003). However, if teachers have their primary need fulfilled, as Maslow pointed out they will assume about other elements such as a safe and protecting environment, fair management and job safety.

Subsequently, employees maintaining is the most fundamental target for the employer due to the fact hiring of qualified candidate is indispensable for business enterprise, but their retention is greater important than hiring, because a massive quantity is spending on the orientation and coaching of the new indicated employees. Research finds that the fee of replacing of historical personnel with new is estimated up to twice the employee annual salary (Ramlall, 2004).

In the Exchange Theory of Organizational Commitment, the individual's commitment depends on his or her perceived balance of reward utilities over input utilities (March and Simon, 1958; Homans, 1958; Gouldner, 1960). This approach emphasizes the change linkage between humans and organizations. The more favorable is the change from the participant's viewpoint, the greater his or her commitment to the organization (Hrebiniak and Alutto, 1972).

Although quality instructors have an have an impact on enhancing pupil learning and performance, but teacher retention remains a considerable hassle in some schools. In the Philippines, teacher and personnel retention is a actuality that has to be dealt with seriously. It is a frequent phenomenon in the Philippines those employers locates it too difficult to locate and keep the right people for the simple reason that the best ones are leaving for better paying jobs abroad (Gonzalez, 1992). An employee keeping is the most fundamental target for the business enterprise due to the fact hiring of certified candidate is integral for organization however their retention is greater essential than hiring, due to the fact a large quantity is spending on the orientation and education of the new indicated personnel (Cappelli, 2012).

The five hypothesized models were composed of two types of latent constructs, namely exogenous and endogenous variables. The exogenous variables of this study were the organizational commitment, work values, and quality of life. On the other hand, the endogenous variable was the decision to stay of the teachers. Because latent variables were not observed directly, it follows that they cannot be measured directly. With this, each latent constructs were associated with multiple measures or observed variables. Thus, the extent of the regression paths from the latent variable to the observed variables was one of the primary interests of this study.

The latent organizational commitment has three observed variables namely; affective, continuance, and normative commitment. (1) Affective commitment is the teacher's emotional attachment to, identification with, and involvement on the university; (2) continuance commitment is a form of psychological attachment to the university that reflects the teacher's perception of the loss he or she would suffer if they were to leave the organization (Allen & Meyer, 1996); (3) and normative commitment is the moral obligation the teacher develops after the organization have invested on them (Allen & Meyer, 1990; Bergman, 2006; Somers, 2009).

Meanwhile, the latent work values has seven observed variables particularly; (1) Self-growth, the diploma of importance which an individual places on acquiring new knowledge, self-growth, exerting creativity and merchandising non-public improvement at some point of the path of their work (2) Self-realization. the diploma of importance which an man or woman locations on fulfilling their lifelong goals, software of non-public talents, improving great of lifestyles and bettering their social welfare throughout the course of their work. (3) Self-esteem, two the degree of importance which an person locations on a sense of non-public achievement, self-recognition and autonomy, recognize from others and senior management during the course of their work. (4) Organizational work, the degree of significance which a person locations on achieving an extraordinary level of social interaction with colleagues and superiors at some point of the direction of their work. (5) Security, the degree of importance which a character places on attaining reasonable economic remuneration to fulfill their feel of safety throughout the direction of their work. (6) Relax and steady in life, the diploma of significance which an person places on typically performing his job barring tension, nervousness or fear at some point of the path of their work. (7) Opportunities for recreation, the diploma of significance which an man or woman places on achieving enough bodily energy, pastime things to do for the duration of their work.

Quality of life, QWL is described as the favorable condition and environment of personnel benefit, employees' welfare and management attitudes towards operational workers as nicely as personnel in established (Islam & Siengthai 2009). Quality of lifestyles reflects an individual's common perception of wellness, the full integration of states of physical, mental, and religious well-being with the following determined seven variables: (1) social well-being (2) emotional wellbeing (3) spiritual well-being (4) environmental wellness (5) occupational health (6) mental wellbeing and (7) bodily wellbeing.

This study has introduced five alternative models. The model framework could be decomposed into two sub models: a measurement model, and a structural model. The measurement model defines relations between the observed and unobserved variables. In other words, it provides the link between scores on a measuring instrument (i.e., the observed indicator variables) and the underlying constructs they are designed to measure (i.e., the unobserved latent variables). The model framework could be decomposed into two sub models: a measurement model, and a structural model. and the underlying constructs they are designed to measure (i.e., the unobserved latent variables). The measurement model, then, represents the measure loads on each factor to their latent constructs. In contrast, the structural model defines relations amongst the unobserved variables. Accordingly, it specifies the manner by way of which unique latent variables directly or not directly have an effect on (i.e., “cause”) changes in the values of positive different latent variables in the model. Furthermore, the 5 hypothesized structural models displayed potential causal dependencies between the exogenous and endogenous variables.

Hypothesized Model 1 illustrated the direct causal associations of exogenous variables on the endogenous variable. Hypothesized Model 2 displayed the interrelationships between the exogenous variables and their causal relationship on the dependent variable. Hypothesized Model 3 is a model modification of the previous model showing the correlation between work values and quality of life with their causal relationship on organizational commitment and decision to stay. Hypothesized Model 4 is another model modification from the previous model displaying the causal relations between the endogenous and exogenous variables of the study. Moreover, Hypothesized Model 5 was formed using model generation approach as a strategy common in Structural Equation Modelling (SEM).

III. Method

Determining sample size requirements for structural equation modeling (SEM) is a challenge often faced by investigators and researchers. A sample size of 170 was considered the minimum data set for a SEM study (Kelley K, Maxwell SE, 2003). Sample size for multiple regressions: Obtaining regression coefficients that are accurate, not simply significant. This study exceeds this minimum requirement.

Determining sample size measurement necessities for structural equation modeling (SEM) is a project often faced by investigators and researchers. A pattern measurement of 170 was once viewed the minimal records set for a SEM learn about (Kelley, Maxwell, 2003). Sample measurement for a couple of regressions: Obtaining regression coefficients that are accurate, no longer simply significant. The sample size of the study exceeds this minimal requirement.

The target population in this study was all full time teachers of UM main. Statutorily, full-time teachers are those persons engaged in teaching for a number of hours of work per week in the university. With the help of a request letter from the Human Resource Director given to all the departments of the university, 256 fulltime teachers coming from each department in the university, responded and answer the questionnaires. Subsequently, adapted and modified questionnaires were used in the study. Since there are four variables in the study, there are four questionnaires used with specific indicators in each; questionnaire for organizational commitment, work values, and quality of life.

The demographic profile of the respondents who participated in the study was established by the researcher. The youngest is 20 and the oldest is 63 years old wherein there is an almost equal percentage of gender categories, male 133(52%) and female 123(48%).

Academic qualifications play a necessary position in the manner in which individuals play specific roles they preserve in society. Academic qualifications of the respondents have been worth investigating on in view that such characteristics had a bearing on retention of personnel in an institution. Majority of the respondents hold master’s degree 118(46.1%) and 106(41.4%) were bachelor’s degree graduates. According to the finding only 29(11.3%) possessed doctoral degrees and 3(1.2%) was a professional degree holder.

One of the contributory factors in personnel retention to be considered was experience, thus, it is necessary to establish the respondents work experience at the university. The greatest plurality 115(44.9%) work in the university between 1-10 years and 37 (14.5%) of them strongly agree to stay in the university. Furthermore many of those teachers 36(14.1%) who are in the university for less than a year are also undecided to stay 13(5.1%) and conversely, those teaching between 11-36 years strongly agree to stay 32(12.6%). On the contrary, most teachers in the sample 68(26.6%) who are in the teaching profession between less than a year and 36 years neither agree nor disagree to stay in the university. The findings of the study is consistent with some studies that only after one year, as many as 25% of teachers leave the profession and after five years only 50 percent remain in their service (Gonzalez, Brown, M. S., & Slate, 2008).

In answering the instrument, the respondents were asked to respond of which scores were interpreted using a 5-point scale.

Range	Descriptive level	Interpretation
4.20-5.0	Very high	This means that the organizational commitment, work values and quality of life are always manifested at all times
3.40-4.19	High	This means that the organizational commitment, work values and quality

		of life are manifested most of the time
2.60-3.39	Moderate	This means that the organizational commitment, work values and quality of life are sometimes manifested
1.80-2.59	Low	This means that the organizational commitment, work values and quality of life are never manifested

For the decision to stay, respondents were asked to respond of which scores were interpreted using a 5-point scale

Range	Descriptive level	Interpretation
4.20-5.0	Very high	This means that the decision to stay is always manifested
3.40-4.19	High	This means that the decision to stay is manifested oftentimes
2.60-3.39	Moderate	This means that the decision to stay is sometimes manifested
1.80-2.59	Low	This means that the decision to stay is moderately manifested
1.0-1.79	Very Low	This means that the decision to stay is never manifested

The adapted questionnaires used in gathering the relevant data were contextualized in the local setting and undergone reliability test using Cronbach Alpha which results were greater than 0.7 and the content validations of the questionnaires were done through the assistance of the experts.

In evaluating the goodness of fit standard criterion for structural equation models, the following indices were computed that met the criteria:

Chi-square	Large value
p-value	>0.05
Chi-square/Degrees of Freedom (CMIN/DF)	<0.05
Normative Fit Index	>0.95
Comparative Fit Index	>0.95
Goodness of Fit	>0.95
Tucker-Lewis Index	>0.95
Root Mean Square Error of Approximation	<0,05
P close	<0.05

With the assistance of the Human Resource Management office of the university, permission to conduct the study was requested. The administration of data was made for the distribution and retrieval of survey questionnaires. After which, encoding, tabulating and analyzing was made. Based from the results of the study, discussion, conclusion and recommendations were formulated.

The data gathered was analyzed and interpreted using the following statistical tools;

Mean. This was used to measure the level of organizational commitment, work values, quality of life and decision to stay.

Pearson Product Moment Correlation. This was employed to determine the relationships between organizational commitment, work values, quality of life and decision to stay.

Regression. This was used to determine the significant predictors of decision to stay.

Structural equation Modeling. In this study, the use of SEM is necessary to explore the best fit model. According to Bentler & Savalei, the essence of the test (2010) is to ensure that attributes with low correlations of other latent factors are eliminated in the final SEM. The cut-off value is affected by the sample size, but it is considered appropriate to range between 0.45 and 0.50. This tool has also been used to determine the best fit model for decision to stay.

The structural equation model is a multivariate statistical technique that has gained a reputation in many training disciplines for testing a structural concept. As an alternative to exploratory, the methodology uses a confirmative information analysis strategy and requires that intervariable relationships be targeted a priori. It statistically examines the hypothesized model to determine the extent to which the proposed model is consistent with the sample data. Structural equation model contains both observed/

measured (indicators) and unobserved (latent) variables, and usually can be separated into measurement models and a structural model.

The measurement models address the reliability and validity of the indications in activity the latent variables or theoretical constructs, whereas the structural model specifies the direct and indirect relation amongst the latent variables and describes the number of explained and unexplained variance within the model of that Byrne, (2016) advocated a two- step modelling technique to assessing the fit of the structural model independently of the dimension models. They contend that the dimension models furnish an assessment of convergent and discriminant validity whilst the structural model presents an evaluation of predictive validity.

In this study, the exogenous variables are the organizational commitment, work values and quality of life. The endogenous variable is the teacher’s decision to stay. Variables included in the final models for analysis were also considered plausible predictors of teachers’ career decisions to stay. Bivariate associations between each plausible variable and the decisions of participants to stay was then examined.

Finally, SEM was conducted to test the fifth hypothesized model, which among the exogenous variables, organizational commitment, work values, and quality of life has the best fit model for decision to stay. This evaluation explores causal relationships between variables to check the theoretical framework. SEM is a series of statistical techniques which incorporates and integrates factor analysis, direction evaluation and regression (Tabachnick & Fidell, 2007). SEM would therefore be the fantastic approach to provide an explanation for relationships amongst more than one variable.

IV. Results and Discussion

This section gives the results of the research in which there are two sections. The first offers descriptive information about the variables. The second area tests the five hypothesized model using the data. SEM was used to test the cause-effect relationships amongst most important constructs of the study. In addition, SEM utilizes an equation to signify the number parameters related with these linkages.

Table 1: Level of Organizational Commitment

Indicators	SD	Mean	Descriptive Level
1. Affective commitment	.56	4.17	High
2. Continuance commitment	.71	3.93	High
3. Normative commitment	.72	4.10	High
Overall mean	.59	4.07	High

Table 1 contains items that measures the organizational commitment of teachers in three indicators namely; affective, continuance, and normative. The overall level of organizational commitment is high to all respondents which showed that they have high affective commitment. It means that they have the tendency to stay with the university that is based on an emotional attachment. The least rate the respondents answered is the continuance commitment in which they tend to remain in the company because of the feelings of obligation to work in the organization.

The items of affective commitment pointed out that the teachers have high commitment in this indicator. This was denoted by the total mean, which is equal to 4.07. As a result of the high ratings of its contributory items such as affective commitment (mean=4.17), this means that the teachers acknowledge that they have strong emotional attachment with the institution. This is aligned with the pronouncement of Eisenberger, Robert, et al. (2001)) stating that employees are not likely to leave because those with high affective commitment have high emotional attachment, identification with the organization and involvement in the organization. Contrary to this finding was revealed in an earlier study showing moderate affective commitment among teachers around peninsular Malaysia (Noordin, Omar, Idrus, 2010).

Furthermore, the overall mean is 4.07, which entails that the teachers acknowledge that they have strong psychological attachment with the institution. Thus, they remain in the organization because they need to do so and being aware of the cost associated with leaving the organization. This finding is aligned with the contention of Mowday (2013) & Noordin (2010) that often employees have difficulty to leave the organization when they share continuance commitment with their employer. However, the total mean of normative commitment is 4.10, which denotes that the teachers have high level of normative commitment. This means that the teachers acknowledge their strong moral attachment with the institution, hence have a feeling of obligation to retain with the institution. This is consistent with Eisenberger, et al. (2001)) citing that employees with normative commitment remain in the institution because they feel that they have to. In spite of this, (Noordin, 2010) revealed in his findings a moderate normative commitment among teachers.

Combining the three indicators of organizational commitment generates an over-all mean of 4.07, described as high level. This is a positive result among institutions since it indicates that the teachers have strong emotional, psychological, and moral attachment

with the organization. Moreover, the level of organizational commitment of teachers in this study is higher than the results of Noordin (2010) showing only moderate commitment among teachers. This can be explained by Allen and Meyer (1990) stating that it is reasonable to expect that an employee can experience all three forms of commitment to a varying degree.

Table 2: Level of Work Values

Indicators	SD	Mean	Descriptive Level
1. Self-growth	.56	4.46	Very high
2. Self-realization	.60	4.34	Very high
3. Self-esteem	.54	4.35	Very high
4. Organizational work	.52	4.37	Very high
5. Security	.75	4.03	High
6. Relax and stable in life	.70	3.99	High
7. Opportunities for recreation	.76	3.85	High
Overall Mean	.50	4.20	High

For work values, with very high means, were seen as the most important values for the teachers. The order of importance was “self-growth”, followed by “organizational work”, “self-esteem”, and finally “self-realization”. It mean that teachers obtain new knowledge and techniques continuously while working, satisfy their personal ambition and promote quality of life through work and contribute meaningfully to the society. Moderate value, value with a high mean, was placed on the order of importance dropping from “security”, to “relax and stable life”, down to “opportunities for recreation”. Thus, self-growth, organizational work, self-esteem and self-realization were overall very important to the teachers. These findings is in parallel with the study of (Eberhard, Reinhardt-Mondragon, & Stottleymer, (2000) that opportunities to observe model teachers and the use of effective mentors also increased the likelihood of retention, especially when programs were extended into the second and third teaching years.

It is interesting to note that “opportunities for recreation”, which involves feeling that individual is being engaged in outdoor activities or physical activities after work and believe that flexible hours is provided to allow more personal freedom to these teachers. The findings of this study support that teachers' decisions to enter, remain in, or leave their districts were the job itself, lifestyle, school district recruiters, financial compensation, social and recreational opportunities (Storey, 1993).

Table 3: Level of Quality of Life

Indicators	SD	Mean	Descriptive Level
1. Social wellness	.51	4.37	Very high
2. Emotional wellness	.72	3.99	High
3. Spiritual wellness	.57	4.19	High
4. Environmental wellness	.47	4.35	Very high
5. Occupational wellness	.61	4.20	High
6. Intellectual wellness	.51	4.53	Very high
7. Physical wellness	.67	4.14	High
Overall Mean	.46	4.25	High

Employee wellness as defined as a fit and healthy workforce is an invaluable organizational resource and greatly affects employee productivity (Sorensen et al., 2017) and has other wide-ranging consequences, benefiting both the employees and the organizations (Harter et al., 2003). Zheng et al. (2015) further emphasized that employees' wellbeing is crucial to the survival and development of organizations at large. The same thought was echoed by Luthans et al. (2013) who noted that the ever growing concern for building sustainable organizations worldwide have led to enhanced focus on the issue of employee wellness. The findings showed a very high score on intellectual wellness followed by social wellness and environmental wellness. These results ascertain that the teachers in pursuit of lifetime learning, they desire and seek challenges to learn new concepts, improve their skills , they have the establish and maintain positive relationships with family, friends and co-workers and the ability to

recognize their own responsibility for the quality of the air, the water and the land that surrounds them and the ability to make a positive impact on the quality of their environment, be it their homes, or their communities (Waters, 2011).

Table 4: Level of Decision to stay

Indicator	SD	Mean	Descriptive Level
Decision to stay	1.35	3.45	High

It is a challenge for schools and school administrators throughout the United States, the attrition of both new and experienced teachers (Buckley, Schneider, & Shang, 2005). Because of the importance of this issue, there is a large empirical literature that investigates why teachers quit and how they might be induced to stay. In this study, teachers in the university have a high decision to stay which means that the organizational commitment, work values and quality of life are manifested most of the time to retain in their current job. The findings is consistent with Kushman (1992) study that manner of schools with high in organizational commitment tended to serve educationally advantaged students, display underling manner of climates conducive to learning , and involve teachers more in decision making, thus they have more planned of intention to stay in school.

Table 5: Correlations between Measures

		Organizational Commitment	Work values	Quality of life	Overall mean
Decisi on to stay	Pearson Correlation	.155*	.131*	.148*	.162*
	p-value	.013	.038	.019	.011
	N	253	250	251	245

*significant at p-value=.05

Table 5 shows the cross tabulations of the relationships Organizational Commitment, Work values and Quality of Life towards Decision to stay. It can be gleaned in the results that the three main variables, organizational commitment, work values and quality of life are significantly positively related to decision to stay in the university. Organizational commitment as reflected by the p-value that is less than 0.05 and correlation coefficient, $r = 0.155$. This implies that the organizational commitment of teachers would essentially increase the decision to stay in the university. This finding conforms to the ideas cited that if employees believe the company values in their efforts, they are more likely to stay in that job (Griffeth & Gaertner, 2000; Barton, Hogan, & Lambert, 2001). Increase in commitment, innovation, and involvement are the results when employees are allowed to be stakeholders within a company (Guthrie, 2001; Kirkman & Rosen, 2004). The employee may express that the organization is delighted on the achievement of his or her work. If the employee may feel that he or she is not recognized in the company, he or she may have no commitment to the organization and thus, expressing resignation to the company and turnover may result. Affective commitment revealed to have influenced turnover intention that if the employee shows little affective or emotional attachment to the company, it could show greater influence to turnover intention.

Similarly, the relationship between work values and decision to stay is found to be significant with a p-value less than 0.05, and $r = 0.131$. This implies that those who highly value work are more likely to have higher teacher retention. This finding agrees with a number of studies have found that when work values of individuals match those of the organization, workers become more involved in their jobs (Blau, 1985; Sirgy et al, 2001; Tang et al, 2000). Research by Chen and Wu (2000), Chou, Wang, Huang & Chen (2000) has found that work values and job characteristics are influential determinants of job involvement.

Singh (2015) cited that quality of work life programs encourage employees, make balance between professional, personal & social life and ultimately enhances employee job satisfaction and commitment which ultimately leads to overall development of educational institutions. This is consistent with the result of positive correlation between quality of life and teacher's decision to stay ($r=0.148$, $p\text{-value}=0.019$).

Regression Analysis Showing the Extent of the Influence of Predictor Variables on Decision to Stay

Table 6 presents the results of stepwise regression analysis which purpose is to show the significant predictors of decision to stay. The results indicate that organizational commitment was found to be significant predictor of decision to stay in the university.

Table 6: Extent of the Influence of Decision to stay to the Organizational Commitment, Work Values and Quality of life

	Decision to stay			
	B	Beta	T	Sig.
Organizational commitment	1.952	.159	3.30	.013
Work values	.172	.064	.503	.615

Quality of life	.350	.121	1.08	.291
R	.159			
R ²	.021			
F	6.268			
P	.001			

Work values and quality of life do not significantly influence the teacher’s decision to stay in each singular capacity but the combined influence of the three variables is significant as shown in the p-value which is less than .05, but only one in particular, it shows that organizational commitment has positive standardized beta and have highly significant influence on organizational commitment ($p < 0.013$). In other words, the regression weight for organizational commitment in the prediction of decision to stay is significantly different from zero at the 0.01 level (two-tailed). Thus, for every unit increase in organizational commitment, there is a corresponding increase in the decision to stay by 0.159. This would imply that organizational commitment has significant contributions to decision to stay.

Lastly, the findings were apparent in the results of the regression analysis wherein 2.1% of the variance of decision to stay were explained by the three independent variables (Organizational commitment, work values and quality of Life) as indicated by $R^2 = 0.021$. This would mean that 97.5% of the variation can be attributed to other factors aside from the three independent variables. The result conforms to the more recently, meta-analytic studies indicate that organizational commitment is negatively correlated with employee turnover (Griffeth et. al., 2000), thus, relating to the result of this study, the higher the organizational commitment, the higher the teachers’ decision to stay.

Structural Model Testing

This portion provides analysis on the interrelationships among the variables of the study. Five alternative models were tested in an attempt to obtain the best fit model of organizational commitment. Each model has a framework that could be decomposed into two sub models: a measurement model, and a structural model. The measurement model represents the measure loads on each factor to their latent constructs while the structural model defines relations among the latent variables. Moreover, the assessment of fit forms a basis for accepting and rejecting the model

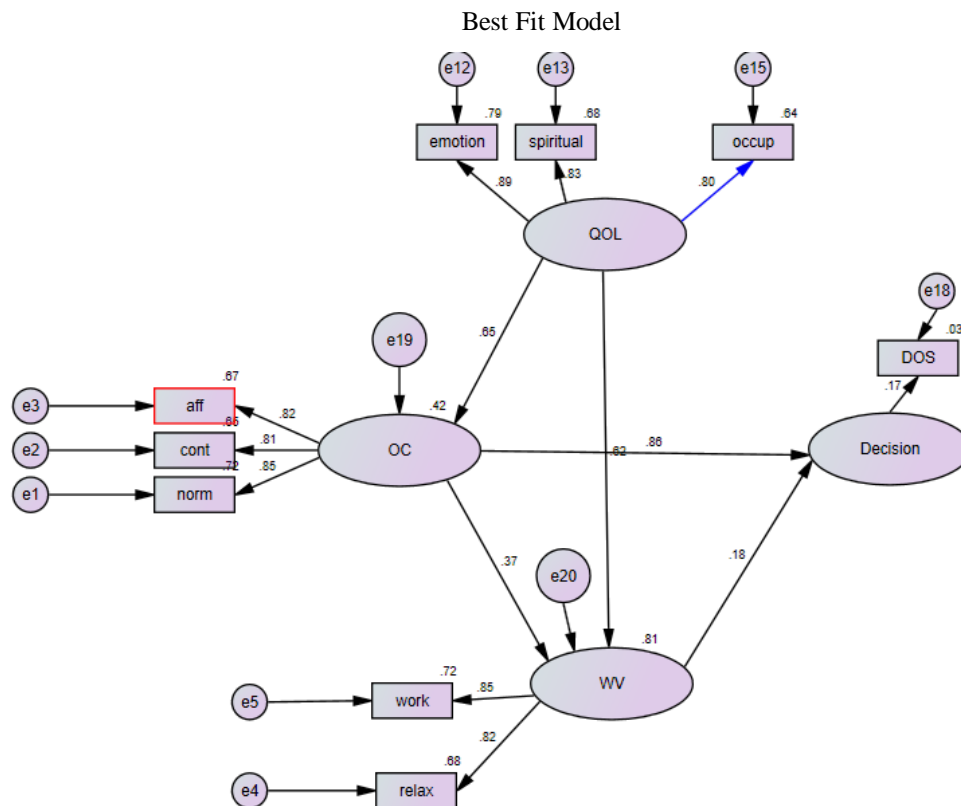


Figure 5. A Respecified Model Showing the Interrelationships between the Endogenous and Exogenous variable

A model generating approach was performed in Hypothesized Model 5. As can be observed in the previous models, the quality of life is not well represented by some of its factors. With this, the indicators having smaller beta values are trimmed down and those

factors that best represent quality of life are remained in the model. This approach is consistent with the findings of Kline (2015) that model re specification may include trimming or adding measures to attain good fit. As a result, the goodness of fit values changes in all indices and notably achieved the desired range for a good fitting model.

The Best Fit Model of decision to stay

In terms of the research question relate to the model that best represents the variables that predict decision to stay of teachers, the original proposed model outlined in Figure 1 needed some modification in order to fit the data. There were four structural models presented in the study. The summary of the findings of the goodness of fit measures of these four structural models is presented in Table 6.

In identifying the best fitting model, all the indices included must consistently fall within acceptable ranges. Chi-square / degrees of freedom value should between 0 and 2, with its corresponding p-value greater or equal to 0.05. Root Mean Square of Error Approximation value must be less than 0.05 and its corresponding pclose value must be greater or equal to 0.05. The other indices such as Normed Fit Index, Tucker-Lewis Index, Comparative Fit Index, and Goodness of Fit Index must be all greater than 0.90.

Figure 5 shows the standardized estimates of Hypothesized model 5. It can be gleaned in the model that 41.9 % of the variance of decision to stay can be attributed to the combined influence of organizational commitment, work values, and quality of life. Furthermore, the latent constructs of organizational commitment, work values, and quality of life and decision to stay are strongly represented by their factors, with beta values greater than 0.60.

The model apparently showed the importance of organizational commitment and work values as major predictors of decision to stay. Employees who have low organizational commitment are often just waiting for the first good opportunity to quit their jobs. Organizational commitment is an employee’s feelings about their job such as feeling of oneness with their organization (Krammar, 2011). The analysis suggested as stated by Putti, Aryee and Liang (1989) that work values relate more closely to organizational commitment. Thus, the finding suggests that the organizational commitment of teachers is best anchored on their strong evidence of work values as supported by the six sub constructs namely: assessing the environment, creating clarity, building trust, sharing power and influence, developing people, and self-reflection.

Table 7: Summary of Goodness of Fit Measures of the Four Generated models

Model	Chi-Square/DF	p-value	NFI	TLI	CFI	GFI	RMSEA	Pclose
1	6.951	0.000	0.705	0.695	0.735	0.723	0.153	0.000
2	3.971	0.000	0.835	0.848	0.871	0.803	0.108	0.000
3	3.941	0.000	0.835	0.849	0.871	0.803	0.107	0.000
4	3.971	0.000	0.835	0.848	0.871	0.803	0.108	0.000
5	1.989	0.080	0.953	0.988	0.976	0.950	0.042	0.149

Table 6 shows the results of the goodness of fit measures of Hypothesized Model 5. As can be seen in the results, all model fit values have successfully met the criteria set by each index (CMIN/DF < 3.0), (TLI, CFI > .95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that the model fits well with the data and therefore assert as the best fit model of decision to stay. This is supported by Arbuckle and Wothke (2006) denoting that CMIN/DF should be less than 3.0, and Tucker-Lewis Index (TLI) and Comparative Fit Index (CFI) should be close to 0.90. Moreover, the RMSEA and PCLOSE values are supported by Browne et al., (2002) indicating 0.01, 0.05, and 0.05 as excellent, good, and mediocre fit respectively, with P of close fit (PCLOSE) that is greater than 0.05.

V. Conclusion

In the light of the above stated findings, the following conclusions are drawn.

1. The level of organizational commitment is high.
2. The level of work values is high.
3. The level of quality of life is high.
4. The level of decision to stay is high.
5. There is a significant relationship between organizational commitment, work values, quality of life and the decision to stay.
6. Organizational commitment can best influence the decision to stay in its singular capacity while the rest of the variables need the support of other variables for their combined significant influence in the decision making.
7. Model 5 is the best fit model of decision to stay.

The model analysis ' noteworthy results include the model's adequate to good fit and the significant parameters and paths of the model. Overall, this model can be said to be in close fit, where some paths have been corroborated and others have not. It implies

that decision to stay of current jobs is an important issue from the teacher's perspectives as it affects the teacher's organizational commitment, work values and quality of their lives as consistent from literature review. The current study would therefore be of strategic importance to educational institutions in order to identify critical and determining factors that could improve the satisfaction, commitment and performance of teachers at work. Higher education authorities should therefore take progressive steps to organize a conducive and friendly work culture and environment at a higher education level. Henceforth, higher educational authority should make dynamic advances move to compose a helpful and suitable work culture civilization and condition at higher educational dimension in which each instructor works in a very much characterized way for their own greatness excellency and for institutional adequacy effectuality too.

Recommendations

Based on the findings and conclusions of the study, the researcher proposes the following recommendations:

1. Since most of the teachers have a high manifestation of decision to stay in their job, it is suggested that the university would provide measures to increase the teachers' satisfaction in this aspect. Organizational commitment was significant predictor of teacher's decision to stay; it is recommended that the policy makers/human resource managers will consider this variable in formulating policies, trainings, and seminars to constantly keep the high decision of teachers' decision to stay in the university.
2. Work values are a comprehensive, department- wide program designed to improve the satisfaction of employees, improve learning in the workplace and help employees better prepare them for change and transition. The higher university authority should take progressive steps to organize a conducive and friendly work culture and environment at a higher education level, in which each teacher works for his or her own excellence and institutional efficiency in a well-defined way. It is recommended that model 5, being the best fit model of teachers decision to stay, will be adopted in the formulation of organizational policies in the university.

The best fit model conveys that organizational commitment of teachers is best anchored on their strong evidence of work values and this suggests that findings of this study is an additional contribution to new knowledge.

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APPENDIX A

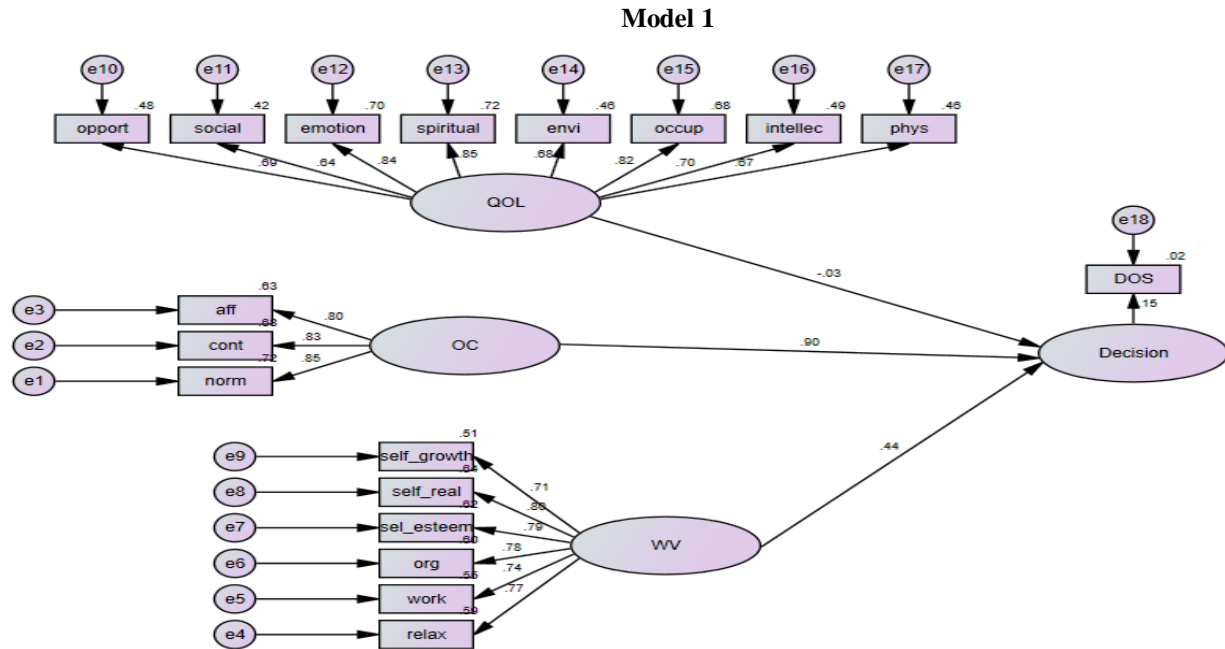


Figure 1. A Model Showing Direct Causal Relationship of Organizational Commitment, Work Values, and Quality of Life on Decision to stay

APPENDIX B

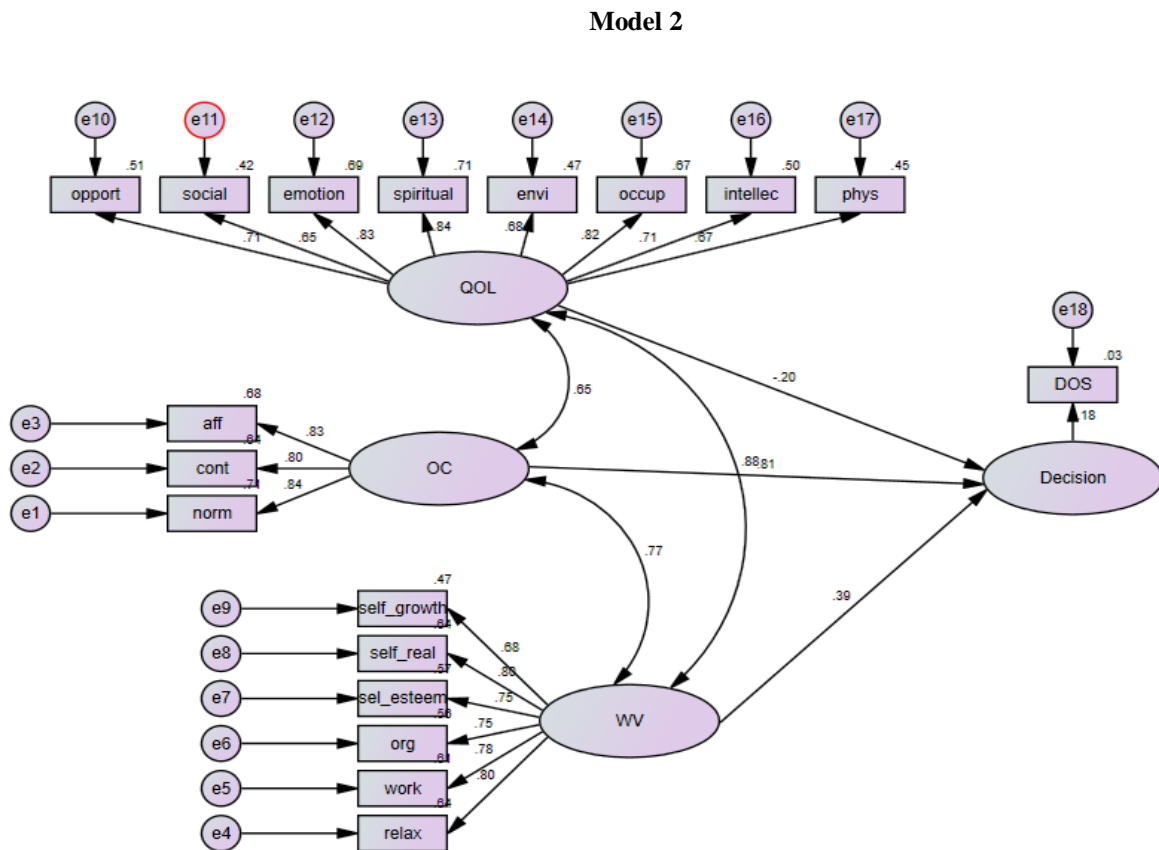


Figure 2. A Model Showing the Interrelationship Between the Exogenous Variables: Organizational Commitment, Work Values, and Quality of Life and its Causal Relationship on Decision to Stay

APPENDIX C

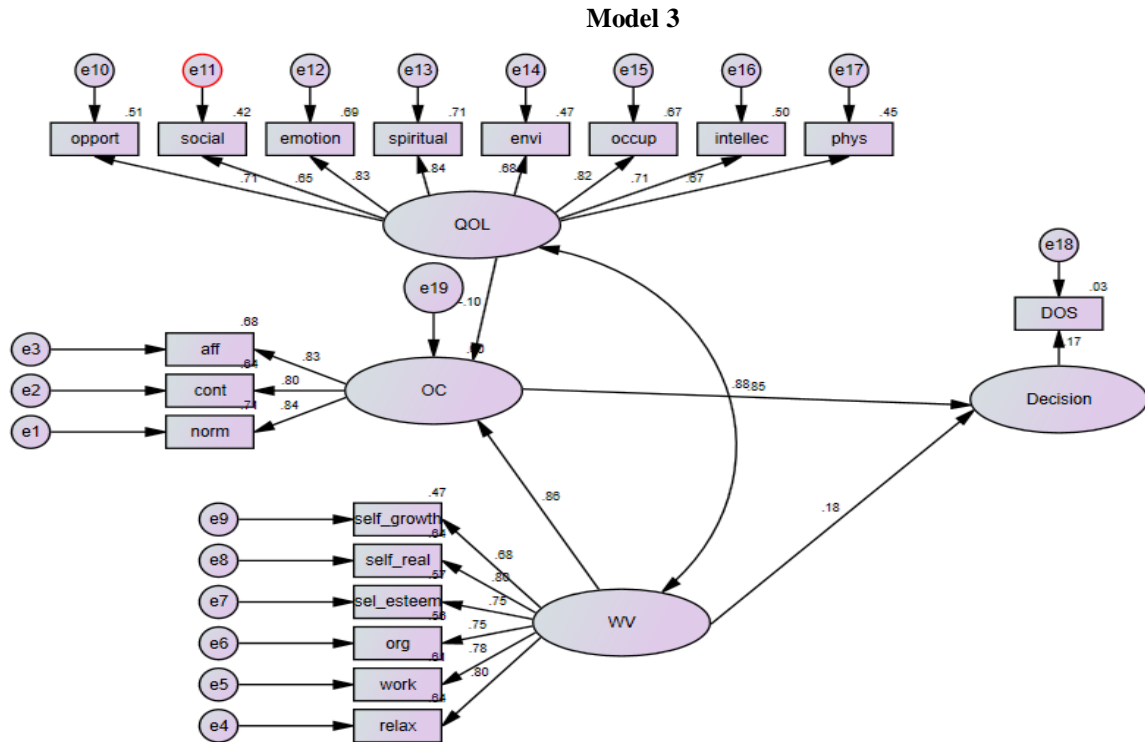


Figure 3. A Model Showing the Relationship Between Organizational Commitment Quality of Life and Work Values, and its Causal relationship on Decision to Stay

APPENDIX D

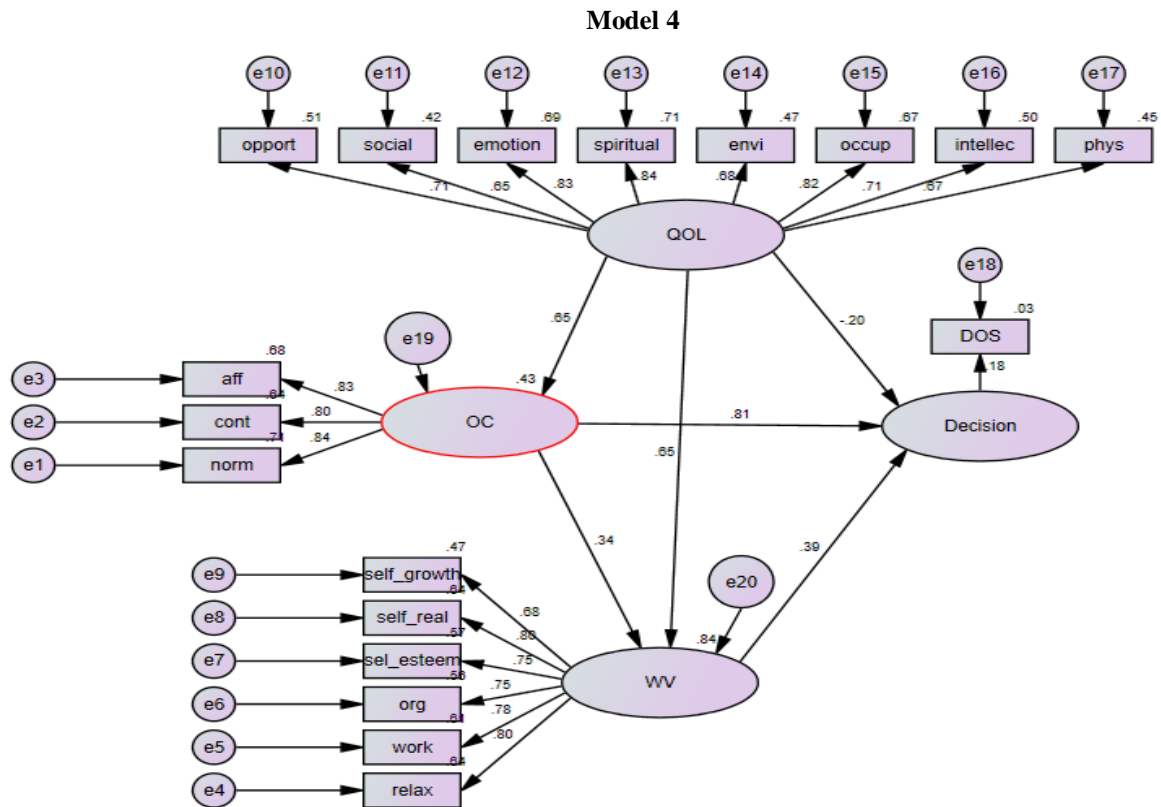


Figure 4. A Model Showing Causal Relationship among the Variables of the Study